Providence Public High Schools

Individual Learning Plans Program Guide

A Program to Personalize Student Learning & Contribute to Students' Academic, Career & Personal/Social Success

Developed by Hope High School
Providence Public Schools
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Acknowledgments

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Hope High School Leadership Team

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Purpose of Guide

The Providence Public High Schools Individual Learning Plans (ILP) Program provides students with ongoing opportunities to plan for their academic, career and personal/social success. ILPs are viewed as integral to student success and are considered a strategic priority in achieving the goals of high school reform. Our ILP Program was developed as a central part of Hope's commitment to providing more personalized learning experiences for students in accordance with the Board of Regents' regulations and the Rhode Island High School Diploma System.

Hope High School

Hope High School, located in Providence Rhode Island, is a diverse community of learners with nearly 1400 students. More than 41 different languages are spoken in its hallways and classrooms. Almost 60% of students are from homes where English is not the primary language and 80% of our students qualify for free or reduced price lunch, the primary indicator of poverty. Additionally, 22% of Hope students receive special education services. Of the total student population, 57% are Hispanic, 22% Black, 13% White, 7% Asian, and 1% Native American.

The Hope High School community has a strong sense of urgency for creating positive change and increasing student capacity for success. The dropout rate has hovered between 27-38% for the last 5 years. Suspension rates, absenteeism rates, student connectedness data and school classification indexes have all remained below state averages. Our primary goal is simple—we want our students to want to come to our high school, stay in our school and graduate from our school having achieved at high levels. We hold ourselves accountable for providing an educational experience in which students believe that Hope High School is a place where they can learn valuable knowledge and skills, succeed in a rigorous curriculum, and grow in safe and challenging environments. We want our students to view Hope as a place that will help them realize their personal hopes and dreams.

In 2002, Hope High School was reconstituted by the Rhode Island State Department of Education. RIDE focused on four areas for improvement: a) the establishment of three autonomous, small learning communities, b) increased "personalization" of learning for students, c) professionalizing the workplace with and for staff, and d) the involvement of parents, students and community members as full partners. The Hope Individual Learning Plans Program described in this guide plays an important role in addressing all four of these areas.

Progress at Hope toward these four areas is evident, though we recognize that there is a long way to go to fully achieve our goals. There is a growing sense of identity within the Arts, Leadership and Information Technology smaller learning communities (SLCs). Faculty and staff are committed to positive and substantive change. Students demonstrate seriousness about school

and a sense of belonging necessary to achieve success. While parent participation is lower than we would like, the creation of deep, meaningful community partnerships with local institutions of higher education has exceeded expectations. Most importantly, there is genuine focus on improving the quality of instruction we offer to students. Our challenge is to maintain and accelerate our improvement efforts to ensure a bright and successful future for all Hope students.

How the Program Guide Is Organized

This Program Guide is divided into eight sections. A brief description of each is provided.

	Component	Description
1	Introduction	The purpose of the Guide is discussed, along with how sections in the document are organized.
2	The Importance of Individual Learning Plans	The importance of Individual Learning Plans (ILP) for student success and how they are a primary conduit to personalization is discussed.
3	ILP Curriculum	The ILP curriculum identifies learning opportunities that help students plan for their futures and organizes them into a 9-12 scope and sequence by grade and by month. The scope and sequence, documented ILP curriculum activities and standardized forms used in the program are provided in this section.
4	ILP Data Management	Data is needed to determine student progress toward ILP Program standards and the impact of implementing the ILP Program on student success. Assessments are embedded in each of the ILP curriculum activities. Hope's assessment plan for gathering, analyzing and reporting three types of data (process, results, perception) is provided in this section.
5	ILP Support Infrastructure	A support infrastructure focuses on how the school organizes itself to deliver the ILP Program. Essential to this are clearly defined roles and accountabilities. In addition, policies and protocols for delivering and managing the ILP Program need to be defined and documented. How Hope organizes itself to deliver the ILP Program (e.g., through Advisories) is discussed in this section.

	Component	Description
6	Strategic and Annual Implementation Plans	A successful ILP Program is a well-planned program that identifies critical activities, develops implementation plans, assesses progress based on rigorous indicators of success, assigns ownership for completing the activities and provides a timeframe within which the activities are to be implemented. This information needs to be included in the school's strategic and annual implementation plans.
7	Professional Development	The ILP Program is designed to build students' capacity to effectively plan for their future success. To successfully deliver learning opportunities that enable students to achieve this requires building the capacity of educators, particularly school counselors and teacher/advisors, to deliver quality learning opportunities. How Hope approaches the professional development of key players in the ILP Program is discussed in this section.
8	Family and Community Engagement	Parents and partners (e.g., businesses, higher education, and community-based organizations) are critical to successful ILP programs. Hope's approach to engaging parents and partners is discussed in this section.

Sections 3 through 8 represent essential components that must be addressed for an ILP Program to be successfully implemented. These are identified as essential components of successful ILP Programs in Toolkit 8 (Individual Learning Plans) in the Rhode Island School Counselor Association's (RISCA) Professional Development Initiative (available for free download from the RISCA Website (www.rischoolcounselor.org). Other toolkits to help improve counseling programs are also available.

Hope's ILP Program Guide has been selected as the "ILP Exemplar" for use in RISCA's Toolkit 8 because it addresses all six essential components of successful ILP Programs. We are honored by this distinction and hope that our work can help guide ILP programs in other districts.

[Source: Toolkit 8, RISCA Professional Development Initiative, www.rischoolcounselor.org].

Individual learning plans (ILPs) are required for all students in grades 5-12 as part of the Rhode Island High School Diploma System. Individual student planning is also an integral part of the American School Counselor Association's (ASCA) National Model's Delivery System. This section provides background information on the importance of ILPs to student success.

Individual Learning Plans—A Definition

All schools will support each student's creation of an Individual Learning Plan.

An Individual Learning Plan (ILP) is primarily authored by students themselves, with guidance from their school advisors, parents, and community contacts – such as a business or arts mentor, when applicable. Schools are creating structures and occasions – such as advisories – to revisit ILPs frequently and even rewrite them as the student chooses high school courses, documents his or her outside activities, prepares to meet graduation requirements, and generally plans for the future. The ILP helps students focus on goals and how to use the time in high school to accomplish their personal objectives, in conjunction with completing graduation requirements. If a student changes schools within RI, the student and new high school has the ILP to help avoid disruption in that student's progress towards graduation. ILPs offer an excellent opportunity to engage parents in their child's learning. (Rhode Island High School Diploma System, 2005, p. 4)

Importance of the ILP to Student Success

Simply stated, students are more likely to succeed in school, work and life when they know how to plan for their future. The ILP is a structured process that enables students to plan for their future in three developmental domains: academic, career and personal/social, and allows counselors and teachers to observe student progress along the learning continuum. The ILP Program is results-based with specific learner outcomes and functions as a pathway to personalization.

Individual student planning consists of school counselors coordinating ongoing systemic activities designed to help individual students establish personal goals and develop future plans. School counselors coordinate activities that help all students plan, monitor and manage their own

learning as well as meet competencies in the areas of academic, career and personal/social development. (ASCA National Model, 2005, p. 41)

ILP—A Results-Based Program

As a result of participating in the ILP Program, students can expect to:

– Describe how to plan effectively (set goals, develop action plans, monitor one's actions, reflect on one's experience, use results of reflection to update plans).

– Have had meaningful opportunities to plan for their academic, career, and personal/social development throughout middle and high school.

– Be skilled in identifying and addressing barriers to their learning and growth.

– Use the results of their planning activity to demonstrate what they have learned and are able to do, and how they are progressing toward graduation requirements and national counseling standards.

These results, viewed collectively, equip students with the knowledge, skills and behaviors they need to make informed decisions about post-secondary opportunities and become life-long planners.

ILP—A Pathway to Personalization

Individual learning plans are a foundational component of personalization efforts intended to help students plan for their future under the guidance of adults who know and care about them.

> Personalization is a learning process in which schools help students assess their own talents and aspirations, plan a pathway toward their own purposes, work cooperatively with others on challenging tasks, maintain a record of their explorations and demonstrate learning against clear standards in a wide variety of media, all with the close support of adult mentors and guides. (Clarke, 2003)

A fundamental strategy for leaving no child behind is to make schools and interactions with students more personal. An Individual Learning Plan (ILP) Program for middle and high school students provides students with opportunities to plan for their academic, career, and personal/social development annually and to use the ILP process to demonstrate their progress toward national counseling standards.

The planning process requires us to envision our future, assess our needs and capabilities, set goals, develop and implement action plans, recognize our strengths and interests, and aspire to future success. It provides us with a sense of direction and keeps us focused on what needs to be done to achieve our goals. Planning is critical to the success of any organization. It is also a lifelong skill that is a requirement for personal growth and success. If planning is so important to our success in the world of work, we should be helping students become better planners by focusing on their own futures.

ILP—A Personal Challenge to Take Ownership for One's Learning

The ILP provides students with a meaningful and ongoing process that focuses on their future success. It is a personal challenge to students to assume ownership for their learning and to learn self-direction as a life-long skill. Students are guided in their efforts by adults who interact with them to arrive at a mutually agreed-upon set of learning goals and developmental activities. Support for meeting this challenge also comes from parents who are encouraged to become more aware of their children's plans through reviewing and signing their ILPs.

Role of School Counselors in the ILP Program

The Regents' Regulations <u>require</u> strategies for responding to, recording, and planning for each individual student's social/emotional, academic, and career needs beginning no later than grade five. The Regents sought a minimum starting point at grade five to support student success in middle and high schools. Ideally, all districts will have a comprehensive K-12 school-counseling program. In addition, social/emotional needs referenced by the Regents encompass the personal/social domain of the ASCA National Model.

The Rhode Island Department of Elementary & Secondary Education (RIDE) has issued guidance on the Board of Regents' High School Regulations. Section 6 (High School Restructuring) addresses personalization and recommends action steps for creating personalized learning environments. One of the action steps specifically links comprehensive school counseling, personalization, and individual planning activities for students:

> Implement a comprehensive school counseling program as the infrastructure for personalization, which includes an Individual Learning Plan for each student. (Guidance, 2004)

> A comprehensive K-12 school counseling program provides the infrastructure for creating personalized learning environments for all students….The school counseling program is pivotal to the success of personalization because it focuses on students achieving standards in three developmental domains—academic, career, and personal/social. It encompasses a broad range of initiatives, and provides a structure for the integration of school, home and community interventions. (Guidance, 2004)

Counselors have been given a central role in helping make student learning experiences more personal. Counselors work with teachers and other support staff in implementing the ILP curriculum and helping ensure student readiness for life after high school.

Student Outcomes

The mission of K-12 education is to prepare our youth for their futures and as life-long learners. The ILP provides a structured process to help students plan for their futures through the: a) acquisition of knowledge, b) development of skills and c) adoption of appropriate behaviors/attitudes.

Student outcomes identify what we want students to know and be able to do as a result of participating in the ILP Program. In order for students to be able to demonstrate progress and be assessed as proficient, the ILP Program must first deliver opportunities for students to learn relevant content and practice applying what they are learning to real-world contexts. This content, for the purposes of this document, is called the "ILP Curriculum" and consists of learning opportunities already in use in other areas of the curriculum and new activities designed specifically for the ILP Program.

The table below summarizes the ILP curriculum—what we expect students to achieve by participating in the ILP in terms of knowledge they will acquire, skills they will develop, and behaviors they will adopt to increase their chances of success in school, work and life.

Knowledge We Want Students to Acquire

Knowledge about the ILP is critical to the success of this program. The table below identifies information that is considered essential for students to know.

Knowledge About	Why It Is Important
The importance of planning for their futures.	Students will be more motivated to embrace the planning process and develop it as a life-long skill if they recognize its importance to their personal success in the future. It is our job to help students see the importance of planning by making clear connections between their learning, the world of work and their personal/social lives.
The steps in a complete planning process.	Successful planning requires an understanding of the basic steps in a complete planning cycle. Knowledge of these steps provides a roadmap of the overall planning process with clearly defined benchmarks along the way. Knowledge about a complete planning cycle is provided as a 4-phase process: − Phase 1—Envision the Future, Needs Assessment & Action Planning − Phase 2—Develop a Plan − Phase 3—Implement the Plan, Monitor Progress, Make Adjustments as Needed − Phase 4—Evaluate the Implementation of the Plan & Update the Plan for Next Year
Standards which affect their future	The standards most relevant to the ILP are: − Graduation requirements (covers content area standards) − ASCA National Standards (American School Counselor Association − National Career Development Guidelines − Applied Learning Standards − SCANS (Secretary's Commission on Achieving Necessary Skills)

Knowledge About	Why It Is Important
Roles and accountabilities	Everybody who participates in the ILP (e.g., students, counselors, teachers, parents) has a role and accountabilities. It is important for all participants to know their role and that for which they are accountable. In particular, students need to know what the ILP expects of them and what they can expect from fully participating in the process.

Skills We Want Students to Develop

Skill is the ability to do. In terms of individual student planning, we want students to be able to complete essential tasks that make up the planning process and to complete them proficiently. The table below identifies the tasks/skills that are considered essential for students to do in terms of the individual student planning. The goal is to help students make planning a self-directed and continuous practice in their lives. It is assumed that the skills listed below are a part of, and complement, a larger skill set that is already being addressed in the school's curriculum (e.g., literacy, higher order thinking, research, problem solving, decision making).

Task/Skill	We Want Student to Become Proficient in …
Envision the future	We want students to be able to envision their future by exploring post-secondary options and selecting career pathways they want to pursue. This is accomplished by helping them explore opportunities (e.g., academic, training, workplace competencies) and the requirements for being successful. Career interest inventories and assessments are an important part of this process.
Identify developmental needs	We want students to be able to identify their academic, career and personal/social needs. The ILP helps students (and counselors, teacher and parents) monitor their progress along a learning continuum by helping them learn how to identify their needs based on their interests and goals. Part of this process also involves the identification of barriers to student learning and strategies for addressing them. Identification of one's need is a prerequisite for developing a plan.
Develop an action plan	We want students to set short- and long-term goals for meeting their developmental needs and develop an action plan for each goal. Students will focus on one or two goals each year in each of the developmental domains (academic, career, personal/social). Students will also identify, as part of the planning process, measurable ways to determine whether and to what extent they have succeeded in achieving a particular learning goal. Students will document their plans using the ILP planning template.

Task/Skill	We Want Student to Become Proficient in …
Implement their plan and monitor their progress	Students will be guided in the implementation of their plans and monitoring their progress as they implement it. The application of continuous improvement principles (e.g., ongoing monitoring of the implementation) enables them to take corrective action as needed throughout the school year.
Evaluate their progress, document their conclusions and develop new plans	Students will assess their progress through self-reflection and discussions with adults, document the results, and use the results to develop a plan for the next school year.
Provide evidence of progress toward standards	Students will identify, gather, organize and present evidence of their progress toward standards (e.g., portfolio).

Behaviors We Want Students to Adopt

One's behaviors and attitudes are critical to success in school, work and life. The ILP highlights specific behaviors/attitudes that the business and educational communities say are required for success (e.g., SCANS). These are introduced and reinforced through the ILP curriculum.

A Standards-based Program

The ILP is based on the nine counseling standards published by the American School Counselor Association (ASCA National Model, 2005), and adopted by the State of Rhode Island and the Providence Public Schools.

Domain	Standard
Academic A	Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
Academic B	Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.
Academic C	Students will understand the relationship of academics to the world of work, and to life at home and in the community.
Career A	Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
Career B	Students will employ strategies to achieve future career success and satisfaction.
Career C	Students will understand the relationship between personal qualities, education and training, and the world of work.

Domain	Standard
Personal/Social A	Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
Personal/Social B	Students will make decisions, set goals, and take necessary action to achieve goals.
Personal/Social C	Students will understand safety and survival skills.

We want students to plan for their academic, career, and personal/social success. Action steps should focus on processes students need to complete and/or products they need to produce.

Academic

Academic action steps focus on two types of activity—Corrective Activity and Enhancement Activity.

- Academic deficiencies (requiring some additional way to pass course, e.g., credit recovery, summer school, repeating a course, READ 180)
- Missing courses required for graduation
- Enhancement opportunities
- Learning style inventory

Career

Career action steps result in students identifying, exploring, documenting, and planning to complete the requirements for being successful in careers of their choice.

- Career Interest Inventory
- Course choices linked to career interests
- Career awareness, career exploration, career preparation
  + What did you select?
  + What requirements did you learn?
  + How did you plan to meet each requirement, and when?

Personal/Social

Personal/social action steps focus on personal/social barriers to learning and how to overcome them.

- List of most critical personal/social issues.
- What are the biggest barriers to your learning?
- What steps can you take to overcome these barriers?

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ILP Curriculum

ILP Program Description

Individual Learning Plans (ILP) were instituted at Hope as a way to personalize each student's educational experience and improve the school's learning environment. ILPs are considered a keystone of success at Hope as they enable students to organize and focus a variety of activities that help them plan for their academic, career and personal/social development.

The ILP Program was initially developed by a cohort of Providence school counselors within the district. Hope High School counselors further developed that foundational document into two unique products: the ALP and I-PASS. The Hope school counselors then collaborated with teachers, building leaders, students and their families, and other community partners to expand the process into its present form. It is a dynamic and evolving program that is continuously improved as we reflect on the impact of ILPs on student success and school improvement.

ILPs are delivered as part of Hope's Advisory Program, which was first implemented during the 2005-2006 school year. Students meet with their advisors in a ratio of about 15:1, allowing students to develop personalized and academic relationships with their advisors. They work with their advisors and school counselors on their ILP to individualize their learning. The ILP serves as the anchor for coordinating a student's interests and goals. It provides the mechanism for documenting and organizing evidence collected for a graduation portfolio and its alignment to the district's core and school-based learner expectations. ILPs are created by students in collaboration with teachers, advisors, school counselors and family. It is updated periodically throughout the school year to reflect progress toward graduation. Key components of the ILP Program include goal setting, monitoring of progress toward goals, self-reflection on progress made toward goals and using the results on one's reflection to update plans.

Each ILP consists of an Academic Learning Plan (ALP) and an Individual, Physical, Academic, Social Success (I-PASS) plan.

− The ALP is an academic course audit that lists a student's coursework, grades, and credits, as well as portfolio entries. It provides students with the grade requirements and allows students and their advisors to closely monitor student progress and heighten their awareness of what is required for academic success.

− The I-PASS allows students to set personal, social and civic goals for themselves, incorporating school-wide expectations in the physical, academic, and social domains. During advisory students, along with the support of their advisor, continuously discuss, reflect, and, if necessary, revise their ILPs. At the end of the year, students write a reflection on how and why they met their goals: completely, partially, or not at all.

- Parents are invited annually to several parent forums to learn about the role of the ILP (the ALP and I-PASS) in their child's education, meet their child's advisor, review their child's ALP and sign it.

An Advisory Committee of students, parents, teachers, counselors, administrators, community partners, and university partners provided guidance in organizing advisories to deliver more personal learning experiences for students, including a curriculum, differentiated by grade level, to be used in advisories throughout the school year. As part of this effort, school counselors developed the ILP curriculum, a key component of the Advisory curriculum, which focuses on the planning process and personal responsibility for one's learning. In the ninth grade, the central focus is on *preparation,* to prepare and organize students to learn. In the tenth grade, the focus is on *exploration*. These students gain opportunities to explore their personalities and learning styles. The core theme in eleventh grade is *decision-making* which helps students become effective decision-makers and to begin preparing for post-secondary opportunities. Finally, seniors focus on *action,* making sure they are prepared for life after high school.

Personalization is a Primary Goal

The Rhode Island Board of Regents and Department of Elementary and Secondary Education have identified a more personalized learning environment as essential to student success and school reform. Key components in Hope's effort to establish more personalized learning for students are discussed below.

Instruction

Work at Hope is personal. Instruction is rooted in relevance and relationships, and is individualized. It is driven by student needs, interests and learning styles. High standards are maintained.

Advisory Structure, Adult Advocate, Family Connections

Advisories are a deeply rooted and embedded part of the school through which service referrals and family communications are managed. Every Hope student has an adult advocate whom they can identify. There is two-way, monthly communication between advisors and parents regarding how their child is doing in school and what next steps have been defined. Staff are active in the communities where students live—exploring, learning and building relationships.

Individual Learning Plans

Individual Learning Plans are used to help organize student learning by focusing on the current and future requirements for success. ILPs are taken seriously by all members of the school community, and are amended regularly by students.

Counseling

A Comprehensive School Counseling Program is the backbone of the Advisory Program. School counselors collaborate with teacher/advisors to implement developmentally appropriate activities that provide students with the knowledge, skills and attitudes they need to succeed in school and in life.

Providence Public High Schools ILP Curriculum
Scope and Sequence

[Note: This represents only curriculum activities that are part of the ILP Program and does not reflect the scope and sequence for the entire school counseling curriculum.]

Month	Grade 9	Grade 10	Grade 11	Grade 12
Sep	ILP Folders Intro to Goals & Who Are You? Setting Goals Bi-Weekly Call Log	ILP Folders Intro to Goals & Who Are You? Setting Goals Bi-Weekly Call Log	ILP Folders Intro to Goals & Who Are You? Setting Goals Bi-Weekly Call Log	ILP Folders Intro to Goals & Who Are You? Setting Goals Bi-Weekly Call Log
Oct	Bi-Weekly Call Log	Bi-Weekly Call Log	Bi-Weekly Call Log	Bi-Weekly Call Log
Nov	I-PASS Quarterly Review Bi-Weekly Call Log	I-PASS Quarterly Review Bi-Weekly Call Log	I-PASS Quarterly Review Bi-Weekly Call Log	I-PASS Quarterly Review Bi-Weekly Call Log
Dec	Bi-Weekly Call Log	Bi-Weekly Call Log	Bi-Weekly Call Log	Bi-Weekly Call Log
Jan	Bi-Weekly Call Log	Bi-Weekly Call Log	Bi-Weekly Call Log	Bi-Weekly Call Log
Feb	I-PASS Quarterly Review Bi-Weekly Call Log	I-PASS Quarterly Review Bi-Weekly Call Log	I-PASS Quarterly Review Bi-Weekly Call Log	I-PASS Quarterly Review Bi-Weekly Call Log
Mar	Bi-Weekly Call Log	Bi-Weekly Call Log	Bi-Weekly Call Log	Bi-Weekly Call Log
Apr	I-PASS Quarterly Review Bi-Weekly Call Log	I-PASS Quarterly Review Bi-Weekly Call Log	I-PASS Quarterly Review Bi-Weekly Call Log	I-PASS Quarterly Review Bi-Weekly Call Log
May	Bi-Weekly Call Log	Bi-Weekly Call Log	Bi-Weekly Call Log	Bi-Weekly Call Log
Jun	I-PASS Written Reflection Bi-Weekly Call Log Counselors collect, review, follow-up, reorganize and store for summer	I-PASS Written Reflection Bi-Weekly Call Log Counselors collect, review, follow-up, reorganize and store for summer	I-PASS Written Reflection Bi-Weekly Call Log Counselors collect, review, follow-up, reorganize and store for summer	I-PASS Written Reflection Bi-Weekly Call Log Counselors collect, review, follow-up, reorganize and store for summer

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ILP Curriculum Activities

The following are core curriculum activities in the Hope ILP Program. They were developed by school counselors and are delivered by teacher/advisors. School counselors provide professional development to teacher/advisors regarding delivery of the ILP curriculum and how to fully integrate the efforts of counselors and advisors to help students plan for their futures. Standardized forms used with the activities were developed collaboratively and are embedded in the documented lesson.

Five ILP curriculum activities have been developed and are delivered by teacher/advisors during the Advisory meetings. School counselors provide support to all advisories, as needed.

- ILP Activity 1—ILP Folders

- ILP Activity 2—Introduction to Goal Setting and Who Are You?

- ILP Activity 3—Setting Goals

- ILP Activity 4—I-PASS Quarterly Review

- ILP Activity 5—I-PASS Written Reflection

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│                   ILP Activity 1                 │
│                 ILP Folders                      │
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by Hope High School Counselors, Providence (RI) Public Schools

Students: All high school students by grade level

Sessions: Advisory Session for September

ASCA Counseling Standards Addressed

A-A	A-B	A-C	C-A	C-B	C-C	PS-A	PS-B	PS-C
▓▓		▓▓		▓▓			▓▓	

National Career Development Standards Addressed

ED1	ED2	CM1	CM2	CM3	CM4	CM5	PS1	PS2	PS3	PS4
▓▓	▓▓	▓▓	▓▓	▓▓	▓▓	▓▓	▓▓	▓▓	▓▓	

Results

	Results Statements (As a result of participating in this activity, students will:)	How Students Will Demonstrate Progress Toward Results	Assessments Used With Each Result Statement
1	Describe the purpose of Individual Learning Plan (ILP) folders and how ILPs can help them be more successful in the future.	− Classroom discussion.	− Advisor/Teacher/ Counselor Observation.
3	Begin to work on their ALP and I-PASS for the current school year.	− Reviewing prior year information and entering new information for the current school year.	− ILP forms completed per instructions by Advisor/ Teacher/Counselor.

Preparations

Complete the following preparations prior to introducing the activity to students:

− Gather ILP Folders with ALP and I-PASS forms from the previous year.

− Assemble blank folders for 9th graders and students newly enrolled at Hope.

− Write the acronyms "ILP", ALP and I-PASS on chart paper.

Resources

The following resources are used in this activity:

− ILP Folders (ALP and I-PASS forms).

+ Academic Learning Plan (Course Audit) for either Hope Arts, Hope Leadership or Hope Technology

+ Hope Graduation Requirement Worksheet

+ I-PASS (Individual—Physical—Academic—Social Success Plan) sheet

+ Course of Study Worksheet (Optional)

− School Program of Studies Handbook

Session Activities

Session	Step	Responsibility	Action Steps
1	1	Counselor/ Advisor/ Teacher	− Introduce the ILP Folder to students. + Ask students what the acronym "ILP" means. + Ask them why they think each student should have an ILP folder? + Ask what types of documents they would keep in their ILP folder (e.g., letters of recommendations, certificates of achievement, attendance).
	2	Counselor/ Advisor/ Teacher	− Introduce the Academic Learning Plan (ALP). + Show the students a sample ALP and how they, along with their advisor and school counselor, will keep track of their credits toward graduation. + Discuss how many credits in each subject area a student needs in order to graduate. Demonstrate how the ALP is their road map to graduation. Note: You may also wish to distribute a copy of your school's current course of study worksheet, if available, to summarize graduation requirements. − Explain how their advisor will get quarterly copies of their report cards to verify that they are passing their classes and that the report cards will be retained in their folders. − Remind students to make sure any summer school grades have been recorded, along with credits from other high schools.

Session	Step	Responsibility	Action Steps
1 con't.	3	Counselor/ Advisor/ Teacher and Students	− Introduce the I-PASS forms. + Discuss the "I-PASS" acronym. Explain and encourage a discussion regarding each area. + Explain that the student will record a couple of goals to achieve during the year and how they will assess and monitor them on a quarterly basis. + Show the students a sample of the Individual Physical Academic Social Success (I-PASS) worksheet. Explain that although it may look like a lot of work, it will help them focus on their goals in each category.
	4	Counselor/ Advisor/ Teacher and Students	− Have students work on the ALP and I-PASS worksheets in their ILP Folders. + Distribute student individual learning plan folders (ILP) to them. Returning students who worked on their folders in the previous year can review last year's folder. 9th graders will need to label folders and ALP and I-PASS sheets. + **Note: Students are not to write on their I-PASS except for their names.** + Have students review the previous year's grades for accuracy and note any necessary corrections. + Have students fill in their current year schedule on the ALP **in pencil**. + Review the purpose of the folders: to retain academic information over the students' time in high school, along with their annual goals. + Give students time to review and look over documents before collecting the folders. + Check the information students entered for accuracy and completeness.
	5	Counselor/ Advisor/ Teacher	− Advisors conclude this activity by informing their students of the advisory's purpose and goals and how important it is to their success (academically and socially) to have weekly conversations with another adult in the school. − Students are reminded of the next ILP sessions and what is expected of them.

Student Course Audit

Student Name   Student ID #   Graduation Date

Course	Courses Available	Total	Grade 9			Grade 10			Grade 11			Grade 12		
			Course	Grade	CR	Course	Grade	CR	Course	Grade	CR	Course	Grade	CR
English														
Math														
Science														
Social Studies														
World Language														
Physical Education														
Technology														
Arts														
Electives														
Electives														
Electives														
Port. / Project Class														
Internship / Career														
Total Required:														

Graduation Total

	Grade 9	Grade 10	Grade 11	Grade 12
Student Signature	Student Initials & Date	Student Initials & Date	Student Initials & Date	Student Initials & Date
Parent/Guardian Signature	Parent / Guardian Initials & Date	Parent / Guardian Initials & Date	Parent / Guardian Initials & Date	Parent / Guardian Initials & Date
Counselor Signature	Counselor Initials & Date	Counselor Initials & Date	Counselor Initials & Date	Counselor Initials & Date

Academic Learning Plan: Graduation Requirement Worksheet

Where Am I Now? - Student Progress Monitoring Tool

Name & Student ID: _____

Advisor/Advisory: _____

Graduation Date: _____

Grade: _____

Attendance	Qtr 1	Qtr 2	Qtr 3	Qtr 4
Absences				
Tardies				

Component I: Course Credits and Tests

Subject	Credits Required	Credits Grade 9	Credits Grade 10	Credits Grade 11	Credits Grade 12
English	4.0				
Math	4.0				
Science	3.0				
Social Studies	3.0				
World Language	2.0				
Fine Arts	0.5				
Physical Education	2.0				
Technology	0.5				
Electives	5.0				
Total	24.0				

Grade 9 Comprehensive Course Exams	Score
English	
Math	
Science	coming in 2012
Social Studies	coming in 2012

Grade 10 Comprehensive Course Exams	Score
English	
Math	
Science	coming in 2012
Social Studies	coming in 2012

Grade 11 Comprehensive Course Exams	Score
English	
Math	
Science	coming in 2012
Social Studies	coming in 2012

Grade 12 Comprehensive Course Exams	Score
English	
Math	
Science	coming in 2012
Social Studies	coming in 2012

Component II: Diagnostic Tests

Stanford 10: Grade 9	score
English	
Math	
Writing	

ACCESS Test	score
English	
Math	
Writing	

Stanford 10: Grade 10	score
ELA	
Math	
Writing	

PSAT	score
DATE #1	
RETAKE DATE	

Stanford 10: Grade 11	score
ELA	
Math	
Writing	

NECAP: Grade 11	score
English	
Math	
Writing	

SAT	score
DATE #1:	

Stanford 10: Grade 12	score
ELA	
Math	
Writing	

NECAP: Grade 12 (RETAKE)	score
English	
Math	
Writing	

SAT (RETAKE)	score
DATE #2:	

Component III: Graduation Portfolio

Grade 9	pieces
English	
Math	
Science	
Social Studies	
Arts	
Technology	
Other	
total	

Grade 10	pieces
English	
Math	
Science	
Social Studies	
Arts	
Technology	
Other	
total	

Grade 11	pieces
English	
Math	
Science	
Social Studies	
Arts	
Technology	
Other	
total	

Grade 12	pieces
English	
Math	
Science	
Social Studies	
Arts	
Technology	
Other	
total	

Grade 9

Student Signature

Parent Guardian Signature

Counselor Signature

Grade 10

Student Signature

Parent Guardian Signature

Counselor Signature

Grade 11

Student Signature

Parent Guardian Signature

Counselor Signature

Grade 12

Student Signature

Parent Guardian Signature

Counselor Signature

GRADUATION WORKSHEET FOR PORTFOLIO SCHOOLS

Academic Learning Plan: Graduation Requirement Worksheet

Where Am I Now? - Student Progress Monitoring Tool

Name & Student ID: _____

Advisor/Advisory: _____

Graduation Date: _____

Grade: _____

Attendance	Qtr 1	Qtr 2	Qtr 3	Qtr 4
Absences				
Tardies				

Component I: Course Credits and Tests

Subject	Credits Required	Credits Grade 9	Credits Grade 10	Credits Grade 11	Credits Grade 12
English	4.0				
Math	4.0				
Science	3.0				
Social Studies	3.0				
World Language	2.0				
Fine Arts	0.5				
Physical Education	2.0				
Technology	0.5				
Electives	5.0				
Total	24.0				

Grade 9 Comprehensive Course Exams	Score
English	
Math	
Science	coming in 2012
Social Studies	coming in 2012

Grade 10 Comprehensive Course Exams	Score
English	
Math	
Science	coming in 2012
Social Studies	coming in 2012

Grade 11 Comprehensive Course Exams	Score
English	
Math	
Science	coming in 2012
Social Studies	coming in 2012

Grade 12 Comprehensive Course Exams	Score
English	
Math	
Science	coming in 2012
Social Studies	coming in 2012

Component II: Diagnostic Tests

Stanford 1B: Grade 9	score
English	
Math	
Writing	

Stanford 10: Grade 10	score
ELA	
Math	
Writing	

Stanford 10: Grade 11	score
ELA	
Math	
Writing	

Stanford 10: Grade 12	score
ELA	
Math	
Writing	

ACCESS Test	score
English	
Math	
Writing	

PSAT	score
DATE #1	
RETAKE DATE	

NECAP: Grade 11	score
English	
Math	
Writing	

NECAP: Grade 12 (RETAKE)	score
English	
Math	
Writing	

SAT	score
DATE #1	

SAT (RETAKE)	score
DATE #2	

Component III: Graduation Portfolio

Grade 9	pieces
English	
Math	
Science	
Social Studies	
Arts	
Technology	
Other	
total	

Grade 10	pieces
English	
Math	
Science	
Social Studies	
Arts	
Technology	
Other	
total	

Grade 11	pieces
English	
Math	
Science	
Social Studies	
Arts	
Technology	
Other	
total	

Grade 12	pieces
English	
Math	
Science	
Social Studies	
Arts	
Technology	
Other	
total	

Grade 9

Student Signature

Parent Guardian Signature

Counselor Signature

Grade 10

Student Signature

Parent Guardian Signature

Counselor Signature

Grade 11

Student Signature

Parent Guardian Signature

Counselor Signature

Grade 12

Student Signature

Parent Guardian Signature

Counselor Signature

GRADUATION WORKSHEET FOR PROJECT SCHOOLS

Academic Learning Plan: Graduation Requirements Worksheet

Where Am I Now? - Student Progress Monitoring Tool

Name & Student ID: _____

Advisor/Advisory: _____

Graduation Date: _____

Grade: _____

Attendance	Qtr 1	Qtr 2	Qtr 3	Qtr 4
Absences				
Tardies				

Component I: Course Credits and Tests

Subject	Credits Required	Credits Grade 9	Credits Grade 10	Credits Grade 11	Credits Grade 12
English	4.0				
Math	4.0				
Science	3.0				
Social Studies	3.0				
World Language	2.0				
Fine Arts	0.5				
Physical Education	2.0				
Technology	0.5				
Electives	5.0				
Total	24.0				

Grade 9 Comprehensive Course Exams	Score
English	
Math	
Science	coming in 2012
Social Studies	coming in 2012

Grade 10 Comprehensive Course Exams	Score
English	
Math	
Science	coming in 2012
Social Studies	coming in 2012

Grade 11 Comprehensive Course Exams	Score
English	
Math	
Science	coming in 2012
Social Studies	coming in 2012

Grade 12 Comprehensive Course Exams	Score
English	
Math	
Science	coming in 2012
Social Studies	coming in 2012

Component II: Diagnostic Tests

Stanford 10: Grade 9	score
English	
Math	
Writing	

Stanford 10: Grade 10	score
ELA	
Math	
Writing	

Stanford 10: Grade 11	score
ELA	
Math	
Writing	

Stanford 10: Grade 12	score
ELA	
Math	
Writing	

ACCESS Test	score
English	
Math	
Writing	

PSAT	score
DATE #:	
RETAKE DATE	

NECAP: Grade 11	score
English	
Math	
Writing	

NECAP: Grade 12 (RETAKE)	score
English	
Math	
Writing	

SAT	score
DATE #1:	

SAT (RETAKE)	score
DATE #2:	

Component IV: Grade Level Project/Senior Advocacy Project

Grade 9 Intercultural Communication	score
Topic/Proposal	
Cultural Resume	
Research Paper draft 1	
Research Paper Final	
Oral Presentation	

Grade 10 Human Rights	score
Topic	
Inquiry Questions	
Research Paper draft 1	
Research Paper Final	
Oral Presentation	

Grade 11 How the World Works	score
Topic	
Proclamation Poster	
Research Paper draft 1	
Research Paper Final	
Oral Presentation	

Grade 12 Senior Advocacy	score
Topic	
Proclamation Poster	
Research Paper draft 1	
Research Paper Final	
Oral Presentation	
Toolkit	

Grade 9

Student Signature _____

Parent Guardian Signature _____

Counselor Signature _____

Grade 10

Student Signature _____

Parent Guardian Signature _____

Counselor Signature _____

Grade 11

Student Signature _____

Parent Guardian Signature _____

Counselor Signature _____

Grade 12

Student Signature _____

Parent Guardian Signature _____

Counselor Signature _____

I-PASS

Individual - Physical ~ Academic ~ Social ~ Success Plan

Individual's Name_____ **Grade** ____

ID # _____ Advisor _____

Physical *(fitness/health & well being)*   * quarterly review *

Exercise/Nutrition ~   1   2   3   4*

I'd like to: _____

Action steps:				
Possible obstacles:				

I'd like to: _____

Action steps:				
Possible obstacles:				

Academic *(learning/education)*   Actual Attend/Tardy #

Attendance & Promptness ~   1   2   3   4

Absences - no more than _____ per quarter (quarter = 45 days)

Tardies - no more than _____ per quarter

Action steps:
Possible obstacles:

* quarterly review *

Educational ~ (if necessary, strategies for making up credits)   1   2   3   4*

I'd like to: _____

Action steps:				
Possible obstacles:				

I'd like to: _____

Action steps:				
Possible obstacles:				

Career/Job ~

I'd like to: _____

Action steps:				
Possible obstacles:				

College ~ (exploration)

I'd like to: _____

Action steps:				
Possible obstacles:				

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I-PASS

Individual - Physical ~ Academic ~ Social ~ Success Plan

Social ~ *(relationships)*   * quarterly review *

Community Service~		1	2	3	4*

I'd like to:

	1	2	3	4*
Action steps:				
Possible obstacles:				

Clubs ~

I'd like to:

	1	2	3	4*
Action steps:				
Possible obstacles:				

Family & Friends ~

I'd like to:

	1	2	3	4*
Action steps:				
Possible obstacles:				

Success~

"If you can imagine it, you can achieve it. If you can dream it, you can become it."   **Willam Arthur Ward**

Frank Lloyd Wright -

"I know the price of success: dedication, hard work, and an unremitting devotion to the things you want to see happen."

"The thing always happens that you really believe in; and the belief in a thing makes it happen."

	Quarterly review codes	*4th quarter codes for reflection*	
MP	making progress	partially completed	PC
NA	needs attention/revision	not completed	NC
MG	meeting goal	completed	C

Signatures

Date   * quarterly initials *

	Student	1	2	3	4*
_____	_____				

	Advisor				
_____	_____				

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I-Pass

Individual ~ Physical ~ Academic ~ Social ~ Success Plan

Physical

Exercise
SWI 3-1 Establish behaviors and habits that lead to lifelong physical fitness and social and emotional well-being.
* Join a school team: soccer, basketball, football, cross-country, track, volleyball, baseball, tennis, dance, cheerleading, etc.
* Walk to/from Kennedy Plaza to get bus & exercise.
* Develop a personal exercise program - join a gym, walk/run with a friend, walk to work, etc.

Nutrition
SWI 3-1 Develop healthy eating habits: limit soda, candy & junk food in-take
* Eat breakfast daily ~ do not skip meals.
* Eat balanced meals & healthy snacks like popcorn, Tostitos, yogurt, fruits, etc.
* Drink more water daily.

Academic

Educational
SWI 3-0 Evaluate & monitor classes on mid-quarter (progress & report cards) basis and revise & develop strategies to improve weak academic areas.
* Achieve and maintain honor roll status.
* Improve grade/effort/conduct in particular classes.
* Reduce or eliminate tardiness or absences, discipline reports and suspensions that effect and interfere with education.
* Request extra assignments to excel in class.
* Complete homework and project assignments timely with help from the H2O program, if necessary.

College/Career/Job
SWI 3-2 Explore careers to help set future academic and professional goals.
* Investigate colleges that have your career interest.
* Attend local college open houses and/or walk around local college campuses ~ Brown, RISD, RIC, CCRI, & PC.
* Shadow a professional to gain insight into his/her career AND/OR get a part-time job in your field of interest.

Social

Clubs/Civic duties
SWI 2-0 Participate in, service learning projects and internships that will benefit the Hope/greater community and the individuals' own personal, academics and/or career goals. Earn a minimum of 20 hours by senior year ~ Give back to the community.
SWI 2-1 Practice the rights and responsibilities of citizenship in a democracy by participating in junior/senior council.
SWI 2-2 Demonstrate, tolerance and respect for differences ~ race, location (where one lives) and their "crew".
SWI 2-3 Working cooperatively in diverse groups and learn to take turns, listen and contribute to the end product/project/result.
* Join a couple of school clubs ~ newspaper, yearbook, H20 activities, etc.

Family & Friends (relationships)
* Become a big brother/sister with a new student at Hope.
* Communicate equally and respectfully with family, friends and adults.
* Resolve issues/conflicts in a responsible manner using an adult mediator when necessary.
* Become more helpful on a voluntary level with family and friends.

SWI= School-wide Indicators #2-Community Involvement & Cultural   #3-Self-Reflection & Management

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Introduction to Goal Setting and Who Are You?

by Hope High School Counselors, Providence (RI) Public Schools

Students: All high school students by grade level

Sessions: Advisory Session for September

ASCA Counseling Standards Addressed

A-A	A-B	A-C	C-A	C-B	C-C	PS-A	PS-B	PS-C
▓	▓			▓			▓	

National Career Development Standards Addressed

ED1	ED2	CM1	CM2	CM3	CM4	CM5	PS1	PS2	PS3	PS4
▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	

Results

Results Statements (As a result of participating in this activity, students will:)	How Students Will Demonstrate Progress Toward Results	Assessments Used With Each Result Statement
1 Define personal attributes which they may need to establish goals.	– Completion of "Who Are You" worksheet. – Class discussion.	– "Who Are You" worksheet completed per instructions by Advisor/ Teacher/Counselor.

Preparations

Complete the following preparations prior to introducing the activity to students:

– Collect chart paper, white lined paper, pen/pencils/markers.

– Make copies of "Who Are You" handout.

– Write these few quotes on chart paper to reveal to discuss with the students at the closure of the lesson:

  + *What lies behind us and what lies before us are tiny matters compared to what lies within us.* Ralph Waldo Emerson

  + *It's not just the mountain we conquer, but ourselves*. Sir Edmund Hillary

+ *I am not afraid of storms, for I am learning how to sail my ship*. Maya Angelou

− Write the word "Goals" on Chart paper

Resources

The following resources are used in this activity:

− "Who Are You" handout.

− Chart paper, white lined paper, pen/pencils/markers.

Session Activities

Session	Step	Responsibility	Action Steps
1	1	Counselor/ Advisor/ Teacher and Students	− Introduce the activity to students: + Refer to the chart paper with the word "Goals." Ask the students: why is it important to have goals? For example, according to Webster a goal is: "The end toward which effort is directed." + Ask if goals can be modified? Why and Why not? Discuss how life's agenda and direction can change our goal, and if that is okay. + Teachers, give personal examples of how you had one direction but had to change your goal due to variables over which you may or may not have had control. − Have the students share any goals they may set for themselves (big and small) that they have had to modify to accommodate changes.
	2	Counselor/ Advisor/ Teacher	− Distribute the "Who Are You" handout and white lined paper. − Walk students through sections as they record answers. + You may want to have a group discussion and also may wish to share some of your personal attributes with the students before they complete each section. − Collect the student papers to keep in their ILP Folders for the next lesson.
	3	Counselor/ Advisor/ Teacher and Students	− Conclude the session by uncovering the three quotes of famous people and reading them aloud to the students. − Invite students to discuss what they mean. − Remind students of the next ILP lesson and what is expected of them.

Who Are You?

Write down five things that make you:

1. angry

2. sad

3. happy

4. tense

5. relaxed

See how much you learn about yourself by completing these sentences:

1. What I want most out of life is

2. The people who are most important to me are

3. I like being around people who are

4. I feel good about myself when

5. I am interested most in

6. The biggest mistake I ever made was

7. I would be happy if

8. One thing I would like to change about me is

9. One thing I would like to change in my life is

10. One thing I would change about the world is

11. One goal that I achieved is

12. One goal I didn't accomplish or finish is

13. I am happiest when

14. I feel sad when

15. I get angry when

My Strengths, Good Qualities and Skills

On a separate piece of paper, list 10 positive qualities you have.

Consider them as resources that may help you work toward your goals. Don't be shy, brag and boost about your good characteristics and abilities. Teachers have students pair off and see if partner comes up with additional qualities.

Motivation

On the backside of your strength and good qualities, list things that motivate you.

What motivates you? What gets you into action and energizes you to complete a task? Maybe you get motivated by getting paid for doing a job, completing a project from start to finish quickly, getting honors, or winning a competition.

Weaknesses

Consider any weaknesses that you may need to consider as possible obstacles in achieving your goals or as a goal you may want to work on improving.

Sources

– Kramer, Patricia. *Discovering Personal Goals.* New York, The Rosen Publishing   Group, Inc., 1992

– *A Taste-Berry Teen's Guide to Setting & Achieving Goals* by Bettie B. Youngs, Ph.D., Ed.D. & Jennifer Leigh Youngs

– *Setting Goals* (The Life Skills Library) by Sandra Lee Smith, The Rosen Publishing Group, Inc. New York, 1992

– *Discovering Personal Goals* (The Self-Esteem Library) by Patricia Kramer, The Rosen Publishing Group, Inc. New York, 1992.

– *You've Got What It Takes!* (Sondra's tips for making your dreams come true) by Sondra Clark, Published by Fleming H. Revell, Grand Rapids, MI, 2002.

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│                   ILP Activity 3                    │
│                 Setting Goals                       │
└─────────────────────────────────────────────────────┘
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by Hope High School Counselors, Providence (RI) Public Schools

Students: All high school students by grade level

Sessions: Advisory Session for September

ASCA Counseling Standards Addressed

A-A	*A-B*	*A-C*	*C-A*	*C-B*	*C-C*	*PS-A*	*PS-B*	*PS-C*
▓▓	▓▓		▓▓				▓▓	

National Career Development Standards Addressed

ED1	ED2	CM1	CM2	CM3	CM4	CM5	PS1	PS2	PS3	PS4
▓▓	▓▓	▓▓	▓▓	▓▓	▓▓	▓▓	▓▓	▓▓	▓▓	

Results

Results Statements (As a result of participating in this activity, students will:)	How Students Will Demonstrate Progress Toward Results	Assessments Used With Each Result Statement
1 Write personal goals for the school year for their I-PASS.	− Participating in this "Goal Setting" activity.	− Goals section on the I-PASS is completed by student and reviewed by advisor. − Both student and advisor sign the completed I-PASS form.

Preparations

Complete the following preparations prior to introducing the activity to students:

− Collect Chart paper/white board, ILP Folders, white lined paper.

− Write on chart paper or develop a handout for the students to think about and discuss before brainstorming their goals:

+ Factors to Consider

♦ **Importance** – Compared to other goals, how important is this one?

♦ **Ease** – How easy is this goal to reach and keep?

♦ **Conflict** – Will this goal conflict with any of the other goals I set?

♦ **Time** - How much time will I have to put into reaching this goal?

♦ **Values** – How do my personal and family values tie into this goal?

+ Questions to ask yourself before setting goals

♦ Is it reasonable and realistic?

♦ Is it measurable?

♦ Is it written in a positive way and is it your personal goal?

♦ Is it harmful to you or anyone else?

♦ Is it a short or long range goal?

− Write on chart paper the categories used in the I-PASS.

− Write these quotes on chart paper for the students to reflect on during this lesson:

+ *"If you can lay your head on your pillow each night knowing you gave a hundred per cent to your day, success will find you."* Russell L. Mason

+ *"A vision sets direction for thinking and action."* Edward de Bono

+ *"The future is purchased by the present."* Samuel Johnson

+ *"It is better to look ahead and prepare than to look back and regret."* Jackie Joyner-Kersee

[Source: Kramer, Patricia. Discovering Personal Goals. New York, The Rosen Publishing Group, Inc., 1992]

Session Activities

Session	Step	Responsibility	Action Steps
1	1	Counselor/ Advisor/ Teacher	− Introduce the lesson to the students: + Last session you took a hard look at yourselves. Now you are going use your "Who Are You?" worksheets to help you brainstorm and draft some personal goals for your I-PASS. − Distribute the students' ILP Folders.

Session	Step	Responsibility	Action Steps
1 con't.	2	Counselor/ Advisor/ Teacher	– Review and discuss "Factors to Consider" and "Questions to Ask Yourself Before Setting Goals" (see Preparations for content to be produced on chart paper or as a handout for students).
	3	Counselor/ Advisor/ Teacher and Students	– Hand out white lined paper for students to brainstorm goals. Refer to chart paper with the categories that mirror the I-PASS. – Note: This could continue into the next week's lesson.
	4	Counselor/ Advisor/ Teacher and Students	– Discuss process and steps in drafting goals. Emphasize that success comes when goals are well planned. – Have students review their responses to "Who Are You?" then make a ***brainstorming list*** of goals by the I-PASS categories: + **Physical:** exercise and nutrition. + **Academic**: attendance, educational, career/job, college. + **Social**: community service, clubs, family & friends, importance of leisure time.
	5	Counselor/ Advisor/ Teacher and Students	– Have the students look at their lists and ***prioritize goals*** in order of importance within each category. – Have students think about their ***personal motivation*** that will help them achieve their goal. – Emphasize that having self-discipline and control will assist them in reaching and accomplishing their goals.
	6	Counselor/ Advisor/ Teacher and Students	– Have students write down any and all possible ***OBSTACLES*** that could set them back. – Ask them if they have a strong will to overcome these setbacks and move forward? + ***Temptation*** and pressure peers: think about how to deal with it and how it will affect your goals. + ***Be Positive*** – have faith and believe in yourself. + ***Spirit*** – gives you the fire and self-discipline to go after your goals.

Session	Step	Responsibility	Action Steps
1 con't.	7	Counselor/ Advisor/ Teacher and Students	– When the students are ready, have them complete their I-PASS form in pencil. – Once the students have completed their goals, sit down with each student individually and review them together. After both advisor and student have reviewed and understand the students goals, both parties should sign the I-PASS form. – File the I-PASS form in ILP Folder for students to review and access during advisories.
	8	Counselor/ Advisor/ Teacher and Students	– Conclude the activity by discussing the quotes (on chart paper) and encouraging students to take small steps toward their goals. + "If you can lay your head on your pillow each night knowing you gave a hundred per cent to your day, success will find you." Russell L. Mason + "A vision sets direction for thinking and action." Edward de Bono + "The future is purchased by the present." Samuel Johnson + "It is better to look ahead and prepare than to look back and regret." Jackie Joyner-Kersee – Remind students that they can revisit their plans at any time, that their advisors will be checking their grades every quarter, and that they will be provided an opportunity at the end of the school year to reflect on progress towards their stated goals and write about the results of their reflection.

I-PASS Quarterly Review

by Hope High School Counselors, Providence (RI) Public Schools

Students: All students by grade level

Sessions: Conducted on November 15th, February 8th and April 11th

ASCA Counseling Standards Addressed

A-A	A-B	A-C	C-A	C-B	C-C	PS-A	PS-B	PS-C
�	▪	▪		▪			▪	

National Career Development Standards Addressed

ED1	ED2	CM1	CM2	CM3	CM4	CM5	PS1	PS2	PS3	PS4
▪	▪	▪	▪	▪	▪	▪	▪	▪	▪	▪

Results

Results Statements (As a result of participating in this activity, students will:)	How Students Will Demonstrate Progress Toward Results	Assessments Used With Each Result Statement
1 Reflect on progress made and identify areas in need of improvement.	− Briefly review and reflect on their individual goals that they documented on their I-PASS in September.	− Quarterly Review form completed and reviewed by advisor.

Preparations

Complete the following preparations prior to introducing the activity to students:

− This activity is conducted after the report cards are distributed.

− Reproduce I-PASS Quarterly Review Worksheets for students.

− Write the Quarterly Review Codes on chart paper.

− Gather pencils/pens, chart paper, and markers.

− Teachers should have their own I-PASS document to share with students.

Resources

– The I-PASS Quarterly Review Worksheets

Session Activities

Session	Step	Responsibility	Action Steps
1	1	Counselor/ Advisor/ Teacher	– Introduce the activity to students – Inform the students that it is time to do a check-in on their I-PASS goals to see how they are doing with them. – Refer to the Quarterly Review Codes on chart paper and explain and define them. – Show students the quarterly review checklist and explain that it is a tool designed for them to use when reviewing and reflecting on their goals they set at the beginning of school in September.
	2	Counselor/ Advisor/ Teacher	– Teachers: take out your own I-PASS and share three personal goals that fit into each of the three categories: Making Progress (MP); Needs attention/revision (NA); and Meeting Goal (MG). – Demonstrate your thought and evaluation process out loud so the students can better understand how to assess their own goal progress. – Teachers: demonstrate a goal modification, using a goal that you will need to tweak on your original I-PASS. Tell students that their goals can and will be modified when unanticipated obstacles or variables interfere with their action steps. – Demonstrate how to fill in the square next to Goal on the worksheet, using the codes. – Model how to briefly fill in the three sentence starters. Not all of the sentence starters need to be finished by the student but at least one of them should have an ending to it.

Session	Step	Responsibility	Action Steps
1 con't.	3	Counselor/ Advisor/ Teacher and Students	– After modeling your own three goal assessment, distribute the worksheets and I-PASS plans and have the students complete their quarterly worksheet alone. – Once they are finished, have them sign the worksheet. – Have the students transfer their quarterly review code to their original I-PASS. – Remind any student to update/modify any goals that need to be adjusted after reviewing and reflecting on their original I-PASS plan.
	4	Counselor/ Advisor/ Teacher and Students	– Conclude the lesson by collecting the I-PASS and quarterly review worksheets. – Engage the students in a class discussion where they may want to share how they are achieving their goals or thinking of other avenues in which to achieve it. Ask how many students had to modify a goal due to changing circumstances. – Inform the students that their parents will be coming to report card night and their ILP folders will be shared with them.

2006 - 2007

I-PASS ~ Quarterly Review

Individual's Name_____   ***Grade*** _____

Quarterly review codes
MP = making progress
NA = needs attention/revision
MG =   meeting goal

Physical -

Exercise/Nutrition ~

Goal #1 - [ ]

A positive reflection: _____

An obstacle that was not aniticipated:_____

Possible goal modification:_____

Goal #2 - [ ]

A positive reflection: _____

An obstacle that was not aniticipated:_____

Possible goal modification:_____

Academic

Attendance & Promptness ~

Goal -   [ ] Absences -# of actual __ quarter vs. ___ goal **WHY?**_____

Goal -   [ ] Tardies - # of actual __ quarter vs. ___ goal **WHY?** _____

Educational ~

Goal #1 - [ ]

A positive reflection: _____

An obstacle that was not aniticipated:_____

Possible goal modification:_____

Goal #2 - [ ]

A positive reflection: _____

An obstacle that was not aniticipated:_____

Possible goal modification:_____

Career/Job ~

Goal -   [ ]

A positive reflection: _____

An obstacle that was not aniticipated:_____

Possible goal modification:_____

College ~

Goal -   [ ]

A positive reflection: _____

An obstacle that was not aniticipated:_____

Possible goal modification:_____

I-PASS ~ Quarterly Review

Quarterly review codes
MP = making progress
NA = needs attention/revision
MG = meeting goal

Social ~

Community Service~
Goal - ☐
A positive reflection: _____
An obstacle that was not aniticipated:_____
Possible goal modification:_____

Clubs ~
Goal - ☐
A positive reflection: _____
An obstacle that was not aniticipated:_____
Possible goal modification:_____

Family & Friends ~
Goal - ☐
A positive reflection: _____
An obstacle that was not aniticipated:_____
Possible goal modification:_____

Signatures

Date

_____   Student _____

_____   Advisor _____

ILP Activity 5
I-PASS
Written Reflection Lesson

by Hope High School Counselors, Providence (RI) Public Schools

Students: All students by grade level

Sessions: Advisory Sessions for June

ASCA Counseling Standards Addressed

A-A	A-B	A-C	C-A	C-B	C-C	PS-A	PS-B	PS-C
▓	▓	▓		▓	▓		▓	

National Career Development Standards Addressed

ED1	ED2	CM1	CM2	CM3	CM4	CM5	PS1	PS2	PS3	PS4
▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓

Results

	Results Statements (As a result of participating in this activity, students will:)	How Students Will Demonstrate Progress Toward Results	Assessments Used With Each Result Statement
1	Reflect on progress towards their I-PASS goals and document the results of their reflection.	− Students write a reflection paragraph for each of their personal goals outlined on their I-PASS in September. Each reflection paragraph should be 4-5 sentences in length.	− I-PASS template is completed by students and reviewed by the advisor for completeness and relevance.

Preparations

Complete the following preparations prior to introducing the activity to students:

− Gather I-PASS, white lined paper, pen/pencils, individual folders, chart paper.

− Develop plan for lesson. A suggested outline/approach is attached.

Resources

The following resources are used in this activity:

- Academic Learning Plan

- I-Pass Template

- I-PASS Written Reflection Paragraph Guide

- Individual Learning Plan (ILP) Criteria Checklist

Session Activities

Session	Step	Responsibility	Action Steps
1	1	Counselor/ Advisor/ Teacher	– Introduce the activity to students. – Review your personal I-PASS goals and objectives that you made back in September with your advisory class out loud. – Take out your three I-PASS Quarterly Review worksheets from this past year. – Review each I-PASS goal and compare what you wrote for each of the three quarters to refresh what occurred during the past year for each goal. – Reflect out loud on the completion, partially and/or none or little progress made with each goal. Think out loud so the students can understand your thought process when evaluating your worksheets against your personal goals (e.g., tell the students whether you started out strong and then fizzled or if you changed your action plan along the way in order to achieve your goal). – Inform the students that partially completing or missing achieving their goal(s) does not mean they failed, but need to approach their future goals in another way.

Session	Step	Responsibility	Action Steps
1 con't.	2	Counselor/ Advisor/ Teacher	− Distribute and review Sophie More's 2005 – 2006 I-PASS goals with the students and comment on the check marks she made for each goal. − Read, share and discuss Sophie More's three written reflection paragraphs: Physical, academic and social. − On chart paper, show the students how to write a personal reflection on their goals using the starter sentence on the "I-PASS Written Reflection Paragraph Guide" handout to get them going: − Refer to the three I-PASS Quarterly Review worksheets to help them remember any and all positive reflections, obstacles and goal modifications that affected achieving their I-PASS goal. − Write and model one or two paragraphs from your own I-PASS for the students to understand the objective of reflecting on their goals.
	3	Students	− Have students document their reflections on the I-PASS template referring to their quarterly review worksheets.
	4	Advisor	− Reviews student entries for completeness and relevance.
	5	Students, Advisor Counselor	− After completing the written reflection, students use the Individual Learning Plan (ILP) Criteria Checklist to ensure their folders are complete. The folder is submitted to Guidance to be stored for the summer. Seniors submit their folder to the graduation exhibition committee.

I-PASS Written Reflection Paragraph Guide

#1 – Opening Sentence:

I *completed ~ partially completed ~ not completed* (**Goal identified from I-PASS**) *because or as* (brief explanation of how and why but more detail will follow)

#2 - Positive Reflections on Goal

−   Stayed focused and loyal to goal

−   Modified action plan in order to accomplish it

−   Strengths in achieving goal (friends, positive results)

#3 - Short coming Explanations

−   Weak areas ~ circumstances changed, got a job/joined a team/family needs

−   Obstacles ~ personal problems that interfered with meeting goal

−   Significant changes that I did not realize when setting the goal

#4 - Reflection/Conclusion

−   Areas of improvements and changes for the next time you set this goal.

−   Was it a worthwhile goal for yourself, explain why.

−   How did accomplishing or partially accomplishing this goal benefit your overall well-being?

−   What personal satisfaction do you feel?

Note: A separate white sheet of paper for each of the three categories should be attached to the I-PASS sheet and filed in students' ILP (Individual Learning Plan) folder that will be forwarded to guidance.

— SAMPLE —　　　　School Year 2005 - 2006　　— SAMPLE —

I-PASS

Individual - Physical ~ Academic ~ Social ~ Success

Student Name _Sophie More_　　ID# _12345678_　　Grade _10_

Goals	Action Plan	Reflect~written (June)	C	PC	NC
Physical					
Exercise - lose 10 pounds	• walk to & from KP in morning + afternoon			✓	
Nutrition stop drinking soda	• drink milk at meals		✓		
Academic					
Educational improve transcript + resume	• summer Academic Program		✓		
College/Career Preschool	• get a part-time job in a preschool				✓
Social					
Clubs/Civic duties volunteer at Amos House	• serve & talk to people at A.H. weekly - Sat.			✓	
Family & Friends control anger	• learn to cool down & count to ten first			✓	

C=completed　　PC=partially completed　　NC=not completed

Student Signature _Sophie More_　　2/14/06 sm
Feb. date & initial　　　　　June date & initial

Parent Signature _Mrs. Leah More_　　Mid-year date @ Parent Night _sm_

Counselor & Advisor Initials _lg_ _dsw_

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<div style="border: 2px solid black; padding: 20px; text-align: center;">

Sophie More
I-PASS Written Reflection
SAMPLE

</div>

Physical

Exercise Goal

I partially completed my exercise goal of losing 10 pounds (I lost 6 pounds) because I did not walk to KP as I wrote down in my action plan. I tried to walk each afternoon but either the weather was too cold or rainy or I forgot I had credit recovery but I did walk up to school each morning from KP. I was aggressive in my exercise plan as I thought I could walk both ways but I forgot about CR. I felt much better when I did walk to and from KP as I noticed my energy level increased and I was in a better mood.

Academic

Educational Goal

I completed my educational goal of looking into improving my transcript and resume as I enrolled in the Brown Summer High School Program for this coming summer. My guidance counselor and English teacher discussed the benefits of keeping my mind activity during the summer months. I am a little unsure of going to school for the month of July when I enrolled. It feels good to have really accomplished this goal of going to school because I want to not because I need to!!

Social

Club/Civic Duties

I partially completed my volunteer goal but not the way I wrote it on my I-PASS because I did not get to serve and talk with the customers at Amos House but I was able to make soup and deliver it to another place. I did have fun with my friends while making a huge batch of soup each Saturday and delivering it to Crossroads for lunch. Although I didn't get to serve and talk with the patrons of the Amos House, it still felt good to help others out with a meal. I am looking forward to meeting and talking with the folks next year when I volunteer in a soup kitchen.

Individual Learning Plan (ILP) Criteria Checklist

Criteria		√			
		9	10	11	12
Academic Learning Plan (ALP) Content **The folder contains relevant information:**	ALP Course Audit Worksheet				
	Report Cards				
	Progress Reports				
	Transcripts				
	Credit Recovery or Summer School Grades				
	PSAT and or SAT Test Scores				
Individual, Physical, Academic, Social Success Plan (I-PASS) **The folder contains relevant information:**	I-PASS Worksheet for each year of high school				
	I-PASS Reflection Pages attached to each year's I-PASS Worksheet				
	I-PASS Quarterly Reflection Worksheets (can be attached together by year)				
	Getting To Know You and other I-PASS Worksheets (Optional)				
Important and Pertinent Documents	Resume				
	Letters of Recommendation				
	Certificates: e.g., Honor Roll, Athletics				
	Verification letters -Community Service/Volunteer hours				
	Important Papers from Advisory and other classes				
Undergraduates	Student has own Individual ILP manila folder with the above-mentioned items				
	This folder is complete and ready to be stored in Counseling office until next school year				
Graduating Seniors	ILP folder has all graduation requirement-related ILP items for inclusion in their Graduation Portfolio				
	This folder is complete and ready to be given back to the student at the conclusion of their graduation exhibition				

ILP Data Management

Three Types of Data

Data is used to determine the impact of delivering the ILP Program through advisories. The focus is on three types of data:

Process data	What was done for whom?
Results data	What are the outcomes?
Perception data	What do people think they know? What do they believe? What can they do?

A variety of data gathering methods are used. Each ILP curriculum activity has measures embedded in the activity which are directly linked to the expected results (student outcomes) for the activity. The primary beneficiaries of this data are the student, teacher/advisor and the school counselors who use the data to inform their planning activities.

In addition, data that helps determine the impact of implementing the Advisory and ILP Programs are gathered from a variety of sources, three of which are discussed below.

SALT Data

The entire Providence Public High Schools community—administrators, teachers, parents, and students—complete SALT (School Accountability for Learning and Teaching) surveys every year. These surveys are an extensive evaluation of teaching and learning, school climate, personalization, and many other aspects of our school community. Last year, 100% of Hope's staff completed and returned SALT surveys, and Hope had the highest parental SALT participation rate of any school in the state. SALT surveys are anonymous and are tabulated directly by the state. Results are posted on the InfoWorks website for the public on a yearly basis and are retained there from year to year for comparison purposes. Every year, the Hope community studies the results of the SALT surveys and uses the data contained there to programs and plans to support our students.

The 2006 SALT Survey data shows positive movement in terms of staff and student perceptions about connectedness and belonging. Advisories are in place. Student and staff perceptions about advisories are positive. As reported through an in school survey during the pilot year, 2005-2006, roughly 75% of students report feeling "more connected" to their advisor and 81% of the students reported that the ILP program helped them in setting goals and 78% of the students have

a better understanding of their academic credits through their ALP. A set of guide materials is available for advisories organized by grade level. These activities and readings are rated by students and staff as "helpful."

Data Team

One of the tasks that the Hope High School Data Team is charged with is to review the test results of the incoming freshman class and disseminate this information to the faculty at the very beginning of the school year in order to develop the necessary interventions for those students. The goal is to create an opportunity for real, sustained, and measurable progress over a four-year span and begin to the process of creating students' academic learning portion of the ILP.

For each of the past two years, it has been determined that there is a correlation between those incoming students who scored below basic on the eighth-grade SAT and their eighth-grade attendance records. Additionally, it has been noted by the Data Team that there has been an increase in below basic level scores in both reading and math from the ninth-grade to the tenth-grade level for some students. Again, most of those students who appear to be "backsliding" were identified as having attendance issues in the ninth-grade. Due to this finding, the names of those students were given to the Attendance Team for further review and interventions. This led to the addition of attendance monitoring through the ILPs.

The Data Team is also charged with constantly updating the complex personnel with information as it relates to how students are performing on quarterly district tests (Interim Assessments), as well as other state and national standardized tests. By using the Socrates website, which is maintained by the Center for Resource Management (CRM – a consultant company for the Providence School District), as well as the district's own Assessment Webpage, individual student test results are shared with their respective teachers during complex planning time in order to target specific skill areas according to content cluster and focus instruction accordingly through differentiated teaching and learning in the classroom.

Faculty Survey on the Advisory Program

Each High School distributes a survey to faculty on the advisory program. Preliminary results indicate faculty acceptance of the Advisory and ILP Programs as a significant contribution to student success and achieving the goals of school reform. A copy of the survey begins on the next page.

Faculty Survey
of the Advisory Program

The purpose of this survey is to gather information on your overall experience with the advisory program, *so that the program can be improved*. This survey should take about 10 minutes of your time. It is anonymous, so please be candid. THANK YOU.

1. To what extent do you feel you understand <u>the purpose</u> of the advisory program? *Check one.*

> ___Not at all
> ___A little
> ___Somewhat
> ___A great deal

2. This academic year, in which of the following areas have you focused your attention as an advisory teacher? *Check all that apply.*

> ___a. Monitoring and proactively addressing advisees' academic performance (ALP)
>
> ___b. Monitoring and proactively addressing advisees' attendance (ALP)
>
> ___c. Monitoring and proactively addressing advisees' behavior issues (ALP)
>
> ___d. Keeping a record documenting meetings, conferences and communication about advisees' academic performance, attendance, and behavior (I-PASS)
>
> ___e. Communicating with advisees' families (Bi-Weekly Call Log)
>
> ___f. Knowing advisees as students *and* people

Teaching an advisory class that intellectually and academically covers the areas of

> g. ___ School community and culture
>
> h. ___ Health issues
>
> i. ___ Current youth issues
>
> j. ___ Service learning.
>
> k. ___ Advocating for advisees
>
> l. ___ Connecting advisees to school and community resources
>
> m. ___ Immediately communicating crucial information regarding advisees' well-being or safety to a student support staff or school counselor

2a. Which of the following reasons contributed to you *not* focusing on the areas you did not check above? *Write the appropriate letter(s) from the above list next to your reason.*

> _____I was not aware this task was part of my role as advisor.
> _____I do not have the time.
> _____I do not think this area is as important as the areas I do focus on.
> _____I do not have the expertise to carry out this task effectively.
> _____Other (Please explain)

3. How prepared do you feel to teach Advisory?

___ Less prepared than needed

___ Sufficiently prepared

___ More than sufficiently prepared

___ Other

3a. If less prepared than needed, what would help you to be more prepared?

4. Please indicate how much you agree with the following statements about <u>the advisory curriculum.</u> *Check one response for each item.*

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
a. The curriculum reflects the needs of my advisory students.					
b. The curriculum is useful.					
c. In my advisory, I enhance the curriculum lessons.					
d. The curriculum needs revision.					

4a. If you circled 4 (Agree) or 5 (Strongly Agree) for <u>4d</u>, please comment on ways the curriculum can be improved.

5. What are the biggest <u>challenges</u> you face in your role as an advisor? *Check all that apply.*

___Role conflict as a teacher *and* advisor

___Feel uncomfortable dealing with students' personal problems

___Not enough support from the school

___Current advisory schedule

___Insufficient advisory planning time

___Advisory goals are unclear

___The curriculum

___Too many students in my advisory

___Space not conducive to advisory atmosphere

___Other

Describe briefly: _____

6. Please indicate how much you agree that advisories have impacted <u>your work at our school</u> in the following areas. *Check one response for each item.*

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
a. Job satisfaction.					
b. Workload.					
c. The way you teach.					
d. The nature of your interactions with students.					
e. Your understanding of issues related to being a high school student.					

6a. Please describe briefly the most important positive or negative impact(s) on any of the above, *or* describe an impact on your work not included above.

7. To what extent do you agree or disagree that your Advisory teaching has benefited <u>students</u> in each of the following domains? *Circle one response for each item.*

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
a. Academic					
b. Social/Emotional					
c. Career					

7a. Please describe briefly the most important benefit(s) on any of the above, *or* **describe an impact not included above.**

8. Is this your first or second year teaching advisory at this school? *Check one.*

___First year

___Second year

9. How many years experience do you have teaching advisory *at any school other than this one?*

___1 year ___2 years ___3 years ___4 years ___5 or more years

10. Current Advisory grade:

___9th grade

___10th grade

___11th grade

___12th grade

___Special education

___ESL

___Mixed grades *(Please specify percentages of each grade in your advisory)* _____

11. Other comments about the advisory program, including ways the program can be improved, words of advice to other teachers, or further explanation of any of your responses. *Please use the back of this page as needed.*

THANK YOU!
Please leave your completed survey in the main office.

[Survey developed and conducted by Marilyn Matzko.]

Section 5
ILP Support Infrastructure

A support infrastructure consists of rules that govern the environment, roles and accountabilities, policies and protocols, and a fluid communication network that produces and distributes vital information in a timely fashion to those who need it to successful manage the environment. It is critical to the success of the ILP Program that the school be organized to maximize its support for this program.

This section is divided into three parts:

− Roles and Accountabilities

− Organizational Support

− Policies and Protocols for Delivering the ILP Program

[Continued on the next page.]

Roles & Accountabilities

Clearly defined roles and accountabilities are required for successfully implementing the ILP Program. The table below identifies key roles in the ILP Program and indicates that for which they accountable. Primary and secondary responsibility is also indicated for critical activities.

	ALP	I-PASS	Lesson Plans	Review of ILP
Advisory Team			Suggested curriculum activities	
Data Team	Grades/Tests/ Attendance		Data to teacher/ advisors for social/civic responsibilities	Provide data and coordinate all survey materials for Advisory/ILP
Graduation Committee	Support for Review of ILP		Creation and alignment of ILP to graduation requirements	Policy Review: collection/review of Graduation Portfolio
Teacher/Advisors	Secondary Responsibility	Primary Responsibility	**Primary Responsibility**	Primary Responsibility: Quarterly review
School Counselors	**Primary Responsibility**	**Primary Responsibility**	**Primary Responsibility (ILP Lessons)**	**Primary-Mid Year- End Year**
Social Workers	Secondary Responsibility	Secondary Responsibility: At Risk Referrals	Secondary Responsibility: Review of Social Civic Goals	Secondary Responsibility, as needed
Parents	Secondary Responsibility, reviewed twice a year		Homework assistance, Homework Contract implementation	Secondary Responsibility as reviewer
Principals	Policy adoption of programs for ALP	Policy adoption and staffing	Finding funding for teams to meet	Creating parent engagement activities Scheduling staff meetings on ILPs
Students	**Primary Responsibility**	**Primary Responsibility**	**Secondary Responsibility: Student Surveys**	**Primary Responsibility**

Organizational Support

All Providence Schools should be organized to help students succeed. Key components of Hope's support infrastructure are described below. Each of these is considered critical to the success of the ILP Program.

− Smaller Learning Communities

Hope High School has been successfully converted from one large high school into smaller learning communities while maintaining autonomy within each community to select staff, place students and make student-based scheduling decisions reflective of each learning community theme. Each small learning community has developed a mission, vision and expectations for student learning and has formed memorandums of understanding with specific institutions of higher education to create a program of studies that will help students consider career options.

− Unified School Counseling Department

Even though Hope High School has been reorganized into three smaller learning communities, a decision was made to keep the school counseling department unified in order to better meet the counseling needs of students. It was out of this unified approach that the ILP Program was created. The school guidance department is responsible for the professional training of the teachers to assist them in effectively implementing the ILP program in the advisory.

− Student Advisories

Advisory offers emotional, social, and academic support to students. It supplies built-in peer groups for all students. Also, it gives students an adult who knows them well and who can offer advocacy and support in difficult social and academic situations. The advisory program is based on the belief that students need the opportunity to develop trusting relationships with adult educators, and that doing so benefits students in a multitude of ways.

Student advisories have been created. Advisories are a deeply rooted and embedded part of the school through which service referrals and family communications are managed. Every Hope student has an adult advocate with whom they can identify. There is two-way, bi-weekly communication between advisors and parents regarding how their student is performing and what plans are in place for next steps. The faculty is also venturing out into the communities where students live—exploring, learning and building relationships.

The weekly Advisory Program personalizes every student's educational experience at Hope from the moment they join our community. The weekly Advisory Program utilizes the ILP as keystone for quarterly activities. Advisories are conducted on a weekly basis for 87 minutes to develop deeper relationships between the advisor, advisees and the entire group.

A key element to this advisory period is the way in which classroom teachers personalize each student's educational experience as evidenced within their Individual Learning Plans

(ILP). The ILP is compromised of two key documents: the Academic Learning Plan (ALP) and the Individual Physical Academic Social Success Plan (I-PASS). The ILP serves as the anchor for the coordination of each student's educational experience, from academic requirements to their personal interests and goals. Each student's ILP is created in collaboration with his/her teachers, advisor, and guidance counselor. The ILP folders are available to parents/guardians during parent/teacher conferences to review quarterly and are updated periodically throughout the school year to reflect his/her progress towards graduation.

– Advisory Committee

An Advisory Committee, a subcommittee of the School Improvement Team, (SIT) was established to make policy recommendations to the SITs as formal policy resolutions, and to recommend curriculum topics for the Advisory/ILP curriculum by grade level. The Advisory Committee is composed of students, parents, teachers, administrators, school counselors, community partners, and university partners and developed recommended lesson plans differentiated by grade level to be used in advisory.

– School-wide and Departmental Common Planning Time.

Ninety minutes each week is dedicated for faculty to engage in planning and professional development activities. The time is structured in a variety of ways, including joint meetings of faculty from all three of Hope's smaller learning communities (Arts, Leadership and Technology), meetings of faculty in each learning community, and departmental faculty meetings. This establishes an environment conducive to dialog, fluid communication and a collaborative approach to accomplishing school-wide tasks that lead to more personalized student learning. Priority topics discussed are cross-curricular unit-planning, development of common tasks/indicators/rubrics, use of portfolios, assessment of student work, and use of data to demonstrate student achievement and progress toward school reform.

– Teacher/Advisors

The ILP Program is delivered by teacher/advisors with support from school counselors and other staff. These individuals, through advisories, provide the greatest opportunity to establish meaningful relationships between students and adults at school.

– Teacher Leaders

A Teacher Leader Cohort Program was established to ensure that critical decisions were being made collaboratively rather than by small groups of individuals making arbitrary decisions on behalf of the whole school community. Teacher leaders were the key to engaging all faculty in dialog and self-reflection by leading their departments through a rigorous analysis of their program of studies and ensuring alignment to national and state standards and the Rhode Island High School Diploma System. The cohort created a curriculum unit sharing process that facilitated school-wide exchange of best practices, substantive discussion of classroom work, and the implementation of Hope's Individual Learning Plan Program. Teacher Leaders, working in tandem with the administrative leadership team, have created a future for Hope and increased our students' capacity for achieving at higher levels.

– Partnerships

Successful school improvement cannot be achieved by schools acting on their own. Partnerships are also required to support school-based efforts. Hope has established substantive partnerships with post-secondary institutions and other community organizations that include negotiated memorandums of understanding. These partnerships are being used to provide after school and early enrollment opportunities for all students, personalize learning experiences and expand school-to-career opportunities linked to small learning community themes (e.g., after school employment and mentoring).

– Learning Walks

A Learning Walk is an organized visit through a school's learning areas, using the Principles of Learning (Learning Research and Development Center of the University of Pittsburgh) to focus on instruction and learning. Learning Walk teams focus on the implementation of the Advisory Program at the Hope Complex and pay special attention to the following:

+ Focused instructional strategies in accordance with Advisory Curriculum

+ Vibrant advisory structure

+ Committed adult advocate

+ Academic Learning Plans for all advisees

+ I-PASS individual goal setting or roadmap to success

+ Liaison between student and family

+ Individual Learning Plan folders for all students

This approach to leadership and interactions by adults has provided an effective model for students to take responsibility for their own success and the success of the community as a whole. Teachers are taking pride in their work, and their pride is manifesting itself in the work of their students.

Additional Factors

In addition to the organizational support noted above, the following factors have also contributed to Hope's ability to help students plan for their futures and personalize student learning experiences.

– Use of student performance data in decision-making.

– Implementation of a 4X4 block schedule.

– Creation of ninth and tenth grade teaming structures.

– New intensive ramp-up programming for students entering the ninth and tenth grade for English Language Arts and Math.

Policies and Protocol for Delivering the ILP Program

Policy

Policies governing advisories and ILPs are found at the state and district levels. Key policies are indicated below.

Rhode Island Board of Regents

All schools will support each student's creation of an Individual Learning Plan.

An Individual Learning Plan (ILP) is primarily authored by students themselves, with guidance from their school advisors, parents, and community contacts – such as a business or arts mentor, when applicable. Schools are creating structures and occasions – such as advisories – to revisit ILPs frequently and even rewrite them as the student chooses high school courses, documents his or her outside activities, prepares to meet graduation requirements, and generally plans for the future. The ILP helps students focus on goals and how to use the time in high school to accomplish their personal objectives, in conjunction with completing graduation requirements. If a student changes schools within RI, the student and new high school has the ILP to help avoid disruption in that student's progress towards graduation. ILPs offer an excellent opportunity to engage parents in their child's learning. (Rhode Island High School Diploma System, 2005, p. 4)

Providence School Department

Providence High School Advisory Program: Priority 1: Establish Common Structure January 9, 2007

Vision: The Providence School Department will support a student's social, emotional and academic interests through an advisory program.

Mission: To develop an advisory program for the Providence Schools that supports student success.

Scope of Work: The following areas have emerged as top priorities for consideration in achieving our mission.

1. Priority 1: Establish common structure through policy and procedures.

2. Priority 2: Develop 2 or 3 phase advisory curriculum.

3. Priority 3: Dedicated school-based professional development throughout the school year.

4. Priority 4: Review/evaluation process

Discussion

The weekly Advisory Program personalizes every student's educational experience at Hope from the moment they join our community. The weekly Advisory Program utilizes the ILP as keystone for quarterly activities and was fully implemented at Hope High School during the 2005-2006 school year. The advisory period was scheduled for every classroom teacher within the Hope Campus as a "Teaching Class-Prep" for all teachers. Students meet with their advisors in a ratio of about 15:1, which allows students to develop personalized relationships with their advisors. Each student is part of the teachers' regular caseload which contractually does not exceed 132 students.

As a result of a 2005 – 2006 survey, the advisory period was extended from 54 minutes to 87 minutes per week to develop deeper relationships between the advisor, advisees and the entire group. Advisory continues to meet each Wednesday afternoon during and around the lunch period to afford advisors opportunities to take their group on local field trips related to their needs and interests. Many advisors have taken full advantage of this time as a way getting to know their students better in an off-site location away from the academic environment.

A key element to this advisory period is the way in which classroom teachers personalize each student's educational experience as evidenced within their Individual Learning Plans (ILP). The ILP is compromised of two key documents: the Academic Learning Plan (ALP) and the Individual Physical Academic Social Success Plan (I-PASS). The ILP serves as the anchor for the coordination of each student's educational experience that range from the academic requirements to their personal interests and goals. Each student's ILP is created in collaboration with his/her teachers, advisor, and guidance counselor. The ILP folders are available to parents/guardians during parent/teacher conferences to review and will be updated periodically throughout the school year to reflect his/her progress towards graduation.

The Academic Learning Plan (ALP) is an academic course audit, which lists a student's coursework, grades, and credits earned on the front side. The students have one ALP worksheet for their tenure at Hope. On the back side is the Graduation Requirement Worksheet which provides each student with a check list by graduation category of the graduation requirements. Students use this checklist to keep track of their advancement toward graduation during their tenure at Hope. It details the category of portfolio pieces, the end of course of exams and the importance of the NECAP test in addition to course audit credits. The ALP allows the student and advisor to closely monitor the student's academic progress on a mid-quarter and quarterly basis when progress and reports are distributed to the advisor. ALPs are regularly updated (approximately every six weeks) to inform the student and advisor and allow them to address problems early on for academic success.

The I-PASS is the goal setting document that allows students to set personal, social/emotional and civic goals for themselves each academic year. The I-PASS incorporates the school-wide expectations in the physical, academic, and social domains. During the month of September, students, along with their advisor, develop personal goals by doing some self-reflection activities to help each student identify what he/she wants to set for a goal under each category. Each quarter, during an advisory class, the students review and reflect on their goals using an abbreviated worksheet. At this time, they can modify any goal to reflect variables that may have

effects on their original goal. The student indicates on their I-PASS if they are meeting the goal, making progress toward the goal or if that goal needs revision. At the end of the school year, students write a reflection on how and why they met their goals completely, partially, or not at all. The I-PASS is retained in the ILP folder for the following academic year. Parents have been invited to several parent forums to learn about the role of the I-PASS in their child's education and meet their child's advisor.

Protocol for Delivering the ILP

Month	Owner	Tasks	Forms

Jul-Aug	Counselors	− Assemble ILP Materials.
		
		  + Folders
		  + Forms
		  + Activity documentation
		  + Activity handouts
		
		− Present professional development sessions for faculty.
		
		− Schedule ILP sessions for advisories.
		
		− Reorganize ILP folders (grades 10-12) for delivery to appropriate advisors.
			ILP Folders
			I-PASS
			ALP
			Lessons
			Directions

Jul-Aug	Advisors	− Review materials for ILP curriculum activities. − Conduct professional development on ILPs for faculty. − Prepare ILP lessons.	
Sep	Counselors	<u>ILP Sessions</u> − Provide advisors with ILP Activities 1 through 4. − Rotate among their assigned advisories to assist in activity presentations. − Provide Bi-Weekly Logs and instructions to advisors.	
Sep	Advisors	<u>ILP Sessions</u> − Deliver ILP Activities 1 through 4. − Collaborate with school counselors on these activities.	ILP Folders I-PASS ALP

Month	Owner	Tasks	Forms
Sep–Jun	Advisors	− Make phone calls to advisees' parents regularly on at least a bi-weekly schedule. − Maintain log of calls. − Collaborate with school counselors regarding advisee issues that arise due to phone contact with parents.	Logs
Oct	Counselors	− Prepare and distribute I-PASS Quarterly Review forms and Activity to advisors. − Schedule quarterly ILP sessions with advisors.	I-PASS Quarterly Review Forms
Nov-Apr	Counselors	ILP Sessions − Rotate among their assigned advisories to assist in activity presentations.	
Nov-Apr	Advisors	ILP Sessions − At the beginning of each quarter, beginning with Quarter 2, present the ILP Activity on the I-PASS review to advisees. − Collaborate with school counselors regarding issues that arise with advisees on this topic. − At the beginning of each quarter, beginning with Quarter 2, review the ALP with students to identify and address problems that may interfere with students' academic success.	I-PASS Quarterly Review Forms ALP
Oct-May	Counselors, Advisors & Students	ILPs can be updated − Anytime counselors and students meet (e.g., small group, one-on-one sessions, parent conferences). − Anytime that advisors and students feel it is necessary.	
Apr-May	Counselors	Collect data on effectiveness of the ILP process − Distribute and collect surveys. − Evaluate data. − Report findings to administration to inform next year's program.	
Jun	Counselors	ILP Sessions − Prepare and distribute ILP Written Reflection Activity to advisors. − Rotate among their assigned advisories to assist in activity presentations.	

Month	Owner	Tasks	Forms
Jun	Advisors	<u>ILP Sessions</u> − Present ILP Written Reflection Activity to advisees. − Collaborate with counselors on presentation of lesson and issues that may arise on this topic.	
Jun	Counseling Staff	− Collect ILP folders from advisors. − Review contents of folders using ILP Criteria Checklist. − Follow-up with students and/or advisors for missing documents. − Organize for storage over summer. − Give Grade 12 students their materials for their portfolios. − [Note: if a student transfers to another Providence school, the counselor inserts the current ILP into the student's permanent record folder and forwards it to the receiving school.]	ILP folders ILP Criteria Checklist

Protocol for Bi-Weekly Call Log

by Hope High School Counselors, Providence (RI) Public Schools

Policy

Hope High School Decision and Order of Reconstitution, Section 8, p. 42, February 4, 2005

Family Connections

Each faculty advisor is assigned no more than 15 students for advisory. Each faculty member is charged with being the primary point of contact with the family for each of the students assigned to his/her advisory, as discussed above. Further, it is a professional expectation of continued assignment to teach at Hope that each teacher: (1) communicate with the faculty advisors for students in his/her classes regarding student's overall academic progress, classwork, and homework completion and (2) make him/herself available for consultation with family members on issues of academic progress based on family requests for consultation. These expectations shall be made part of the teacher evaluation and peer review process set forth in paragraph 1(h) above.

The expectations for family connections are above and beyond the regularly scheduled opportunities for communicating to families about the school and its programs such as occur at School Report Nights, open houses and parent teacher conferences. The expectation is that the Small Learning Communities at Hope will build cultures that both treat family as a partner in the education of each student and expect each family to partner in the education of the child.

Discussion

Two way communication is an essential element for the successful implementation of the ILP at Providence Public High Schools. To this extent policy was created to mandate that teachers call home on a monthly basis. Teachers and administration communicate major school events that successfully impact the students Individual Learning Plans and call for major school events and activities. A call log was created and is reviewed by the administration on a monthly basis. There are many challenges reported by teachers in reaching parents. The mobility rate for our students is 28% and many students come from at-risk home environments where financial situations limit the use of communication via internet and in many circumstances via telephone.

Protocol for Bi-Weekly Call Log

Owner	Task	Forms
Teacher/ Advisor	− Advisors will call their advisees' parent/guardian bi-weekly to communicate on regular basis on a variety of issues related to their child's education at Hope.	
Teacher/ Advisor	− Two pocket folder, Advisory Roster, Bi-Weekly Call Log Sheets, school roster with addresses and telephone numbers. − Advisors will check address and telephone numbers on the roster and forward changes to Assistant Principal's secretary to update in Reg2000 student information system. − Students need to keep advisors updated on address and telephone number changes on a regular basis. This will avoid not receiving progress and report cards in the mail.	
Teacher/ Advisor	What to communicate (suggestions/ideas): − Attendance, tardy policy (auditorium for 1st period after 8:30). − Academic, social and emotional well-being concerns and issues. − Academic Learning Planning (ALP) results or update. − Testing dates (preparation tips for test) and results. − Surveys: SALT, advisory and any other surveys. − Progress/Report Card distribution, parent engagement nights and PTO. − School Events: college fair, financial aid night, career day, talent/art shows, sporting events, dances, picture day, winter ball and prom dates. − Praise or compliment the student for improving in academics, attendance/tardy, athletics, and citizenship.	
Teacher/ Advisor	When to make calls/contact: − Planning periods and all four core teachers should be available to discuss students. **RECOMMENDED** − During free period ~ Optional. − From home ~ Optional. − E-mail ~ maybe an option.	
Teacher/ Advisor	Log Results: − Keep original call log with advisor. − First of each month, send a copy to your principal.	Bi-Weekly Call Log

Hope High School - Arts								
Bi-Weekly Call Log								
for the of _____								
Advisory Teacher _____								
			Telephone Numbers					
Date	Student Name	Gr.	# 1	#2	Yes	Mes	Talked to(Name of Par/Guard)	Purpose

Section 6
Strategic and Annual Implementation Plans

Effective front-end planning is critical to the success of the ILP Program. Each high school should develop a strategic plan as well as more detailed annual implementation plans. Action steps related to advisories and ILPs are incorporated into the plans and help define the strategic direction for the high school.

State polices play a seminal role in the school improvement process. Rhode Island has rigorous high school regulations that guide the strategic planning for Hope High School. Stronger performance in literacy, increased personalization of student learning and multiple assessments to measure student success drive reform efforts at Hope and are embedded in the internal teaching and learning planning document called the Hope High School Complex's Providence One Plan (POP).

The emerging work 90

on "pathways" for high school students to prepare for post-secondary opportunities holds great promise. The differentiation of learning experiences needed to accelerate learning outcomes demands a variety of approaches. Authentic, real world opportunities, internships, apprenticeships, dual and early enrollment, mentoring and more "other than classroom" experiences are essential and are outlined in the Hope's Program of Studies.

Organizational change efforts at Hope are often defined as creating a learning community, a place where continuous improvement occurs through reflection on practice, customer feedback and learning from mistakes. Hope High School uses effective planning to help ensure the continued use of data to drive reform, incorporate feedback from its stakeholders, develop measurable goals, monitor progress and evaluate the impact of its programs.

Professional Development

Hope is engaged in systemic reform. In systemic reform, everyone needs to be trained. Critical professional development opportunities offered at Hope are:

Opportunities for Teachers

Professional development sessions are conducted on creating a personalized environment for students through advisory at the beginning of each school year. Teachers review the advisory structure and curriculum and share best practices for reaching students in a meaningful way. Teachers also learn to help students with their Individual Learning Plans (ILP) to ensure that they are on-track for presenting the ILP to families during the November Family Engagement night.

Sessions are conducted on teacher skills and focus on helping all teachers best utilize technology tools to enhance their workplace productivity. The session reviews district tools including Individual Learning Plans and IPASS reflections, Digital Portfolios, My Learning Plan, webmail.ppsd.org. A general review for utilizing shared drives, TV/AV equipment, and LCDs will be provided.

Team Planning Time (three hours of weekly embedded time during the block schedules for teachers to collaborate) also provides opportunities for professional development. Teachers share student information and result from testing, attendance and other data to aggregate into the ILPs. Teachers also use this time to coordinate meetings with parents around their child's ILP and implement new policy around the use of the bi-weekly call logs.

Opportunities for Families

Sessions are conducted to engage families as partners in their children's learning and success. Teachers conduct parent conferences on Report Card results, interim assessments, and the student's ILP. All teachers are available to consult with families on how to enhance the student's educational experience and ensure that the student takes advantage of the opportunities available to them.

Concurrent with the reporting of individual student data, a school-wide data presentation is conducted. This session is repeated several times throughout the evening to allow interested families to learn about how the school is performing with regard to state and national standards. NCLB results are shared, along with primary indicators for student and school achievement (e.g., SAT 10, Interim Assessments, NSRE, NECAP, Attendance, SALT). Parents have a secondary opportunity to provide feedback to the school through the completion of the Parent SALT Survey.

Family Engagement Student Showcase. This opportunity provides a capstone event for the school year. Teachers meet by small learning community to prepare student work and classrooms for the capstone event. Teachers conduct follow-up engagement with families to ensure participation in the evening event. In addition, families visit the school to review student work for the school year. Each school showcases student work in all academic content and elective areas. Students show public evidence of movement towards meeting Proficiency Based Graduation Requirements (portfolio display). Families review the Student ILP and review options for ramp-up and remediation for the summer, including summer-school registration. Incoming students assigned to Hope High School are invited with their families to begin the transition process. Preliminary student schedules for the upcoming school year for current Hope HS students are reviewed.

Example of Professional Development Materials

An example of materials used in Hope's professional development program is provided. The "Nine Habits of Highly Effective Advisors" is used to train teacher/advisors how to be effective in their interactions with students.

The Nine Habits of Highly Effective Advisors

1—Academic Performance

The advisor is the main person responsible for monitoring and proactively addressing her/his advisees' academic performance. This includes, but is not limited to**, regularly communicating with advisees' teachers** (including Special Education, ESL, and all related services), regularly checking-in and meeting with advisees, seeking resources and academic support (both inside and outside of the school) and assisting advisees in the creation and implementation of their High School Plan, Post High School Plan, and other personal learning goals to improve academic performance.

2—Family Communication

The advisor is the main person responsible for communicating with families of her/his advisees. The advisor must keep the family informed of all that is happening (via telephone, mail, e-mail, and/or conferences) with the advisee regarding academic performance, attendance, and behavior issues. The advisor must remember to initiate communication about positive things and keep families aware of important general events and happenings at the school.

3—Attendance

The advisor is the main person responsible for monitoring and proactively addressing her/his advisees' attendance. This includes absences, truancies, and tardiness. The advisor should be able to account for students' absences. The advisor is responsible for planning and implementing interventions to help advisees improve and maintain daily attendance.

4—Behavior Issues

The advisor is the main person responsible for monitoring and proactively addressing her/his advisees' behavior issues. The advisor is the first person to deal with instances or patterns of commendable or inappropriate behavior by his/her advisees. The advisor is responsible for proactively addressing these behaviors by providing interventions, recognitions, and incentives.

5—Record Keeping

All advisors are responsible for keeping a record which documents meetings, conferences and communication about advisees' academic performance, attendance, and behavior. It should also include information about interventions, contracts, and all other actions taken to support advisees. The record should be brought to each Planning Period.

6—Knowing Students Well

It is the responsibility of the advisor to get to know an advisee as well as possible. This includes knowing her/him as a student and as a person. Finding out interests, needs, and goals will help the advisor and the school provide each student a personalized education. This includes looking at a student's ILP folder, Post High School Plan, CUM folder, and keeping open communication between each teacher.

7—Advisory Class

It is expected that each advisor will plan for and teach a class that intellectually and academically covers the areas of school community and culture, health issues, current and youth issues, guidance, and service learning. Advisors are expected to collaboratively work as a staff to plan and reflect on curriculum.

8—Advocate for Advisees and Connect Them to Resources

The advisor is an advocate for the advisee. S/he is expected to seek out and connect advisees to school and community resources that will support them in and out school.

9—Communicate Information to Administration

Advisors are expected to communicate any crucial information regarding a student's well-being or safety to a supervisor immediately.

Family and Community Engagement

Hope has established four dates per year to report out to its wider community on the small learning communities' progress in achieving academic, civic, and social expectations as outlined in the ILPs. The day before school opens in August, Hope hosts a block party and showcase of student work from the prior year that gives an informal impression of the school's status. Later in the fall and in the spring, Hope invites the public back for formal presentations. During these sessions, teachers, counselors and families meet to review report card results and the students' ILPs. All teachers and counselors are available to consult with families on how to enhance the student's educational experience and ensure that the student takes advantage of the opportunities available to them. Concurrent with the reporting of individual student data, a school-wide data presentation is made. This session is repeated several times throughout the evening to allow interested families to learn about how the school is performing with regard to state and national standards. NCLB results are shared along with primary indicators for student and school achievement (SAT 10, Interim Assessments, NSRE, Attendance, SALT, etc.). At a final family engagement night at the end of May, the public is invited to view student projects and products for the year. Each small learning community showcases student work in all academic content and elective areas. Students show public evidence of movement towards meeting Proficiency Based Graduation Requirements (portfolio display). Families review the Student ILP and review options for ramp-up and remediation for the summer, including summer-school registration. Incoming students assigned to Hope for 2007-2008 are invited with their families to begin the transition process. Preliminary student schedules for 2007-2008 for current Hope students are reviewed.

In addition to the quarterly reviews, Hope High School Data teams, with representatives from each community, report out on a monthly basis at all School Improvement Team meetings and again at the school's monthly PTO meetings. Information on promotion rates for each department, results from quarterly examinations, attendance results, suspension results and other data relevant to teaching and learning are shared with the public with a collective lens on improving student achievement.

Hope also regularly contributes items of interest to the Providence Journal's District News Report. Staff from all departments is invited to share their programs, successes, and upcoming events. Our community engagement staff compiles these items and sends them along for publication on a regular basis. Hope works closely with members of the media to ensure that the public receives accurate information about the work being done at Hope. A number of articles about Hope's progress have been published over the last two years.

Finally, each learning community has a website with information about the school, staff, and programs. Our PTO has a website for parents with information about Hope as well. It can be accessed at www.ptohope.com.

Partnerships as Community Engagement

Partnerships are considered a central component of community engagement. Examples of partnerships which expand opportunities to learn about the relation of school, work and a successful future are provided below.

Project HOPE—Junior Advisory Classes

Project HOPE is collaboration among Junior Achievement (JA), the Greater Providence Chamber of Commerce, Workforce Solutions of Providence/Cranston, City of Providence, Rhode Island Commodores, the Education Partnership and the three Hope Complex learning communities. During the course of eight weeks, juniors are prepared for employment by trainers using the Junior Achievement Success Skills curriculum. By means of a competitive selection process, students are placed in paid summer internships. Monitoring of these placements results in successful experiences for both the student and the company.

Project HOPE provides students skills that will be carried through a lifetime of work, provides much needed income for students, and is an investment in Providence's future. Businesses are pleased to contribute to their future workforce while students are happy to have actual on-the-job training and experience and receive a paycheck for their efforts.

Currently, juniors receive the JA training in their advisories. Community business volunteers, school-based coordinators, and Johnson & Wales interns provide this training, using JA teacher and student guidebooks. The regularly assigned advisory teachers are in attendance in each session to help facilitate class management issues.

Programs in Collaboration with Rhode Island College

Hope High School, in collaboration with Rhode Island College, presents several programs that directly support students with their educational and career goals. General early enrollment courses allow fourth year and qualified third year level students the opportunity to take college level courses free of charge. Participating students better understand the many elements of what is needed to succeed in higher education, thus giving them a better and more well educated perspective when making future educational and/or career plans.

In addition, Hope High School recognizes that there are few opportunities for students to work one-to-one with their teachers and receive the specialized attention and support that many students need to be successful in high school. Therefore, Rhode Island College Education majors work directly with designated first and second year students on a one-to-one basis two times a week. One-to-one tutoring not only gives Hope students the extra help they need in particular classes, but allows an opportunity for each student to discuss, plan and receive feedback on their own educational and career goals. Lastly, the Feinstein School for Education & Human Development would like to work with students who are interested in a career in education. Therefore, we will establish a Future Teachers Club. Led by former Providence Public School graduates who are pursuing a career in education at Rhode Island College, the Future Teachers Club will work with Hope High School students to explore and expose them to the many dimensions of a career in teaching as well as help students make the appropriate plans for a successful career in teaching.